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a harsh, often rasping voice. Only men play the Okinawan samisen, a stringed instrument slightly different from its Japanese counterpart. Men also join in the dancing.

In a village parties on the fifth or sixth day after the birth of a child and on his first birthday happen frequently. They are an important part of social life. A relative or a friend is always celebrating one or the other occasion, either in the village or in a neighboring one. These celebrations increase, especially for the men, the number of social occasions and recreational opportunities during the year in a culture where holidays and rest days are comparatively few. (There are no weekly rest days or week ends).

After the first birthday, little attention is paid to the succeeding ones until the thirteenth. The child's experience from the
861 time he begins to walk until he reaches school comes from family life and neighborhood play. In my observation, there is no rigid, customary way of bringing up the child. It is toilet trained around
863 one year of age. This does not seem to be forced. Training comes through imitation. Parents do not punish the child for indiscretions, though they are quick to lift him off the mat if he begins wetting. With young boys, the father may make a hissing sound while the child's penis is out. One has the impression that it is a gradual transition, mostly effected by imitation or gentle suasion.

304 Male children are not circumcised. Circumcision is known only to those who have learned of it through books, foreign residence, or from others who have this information.[9]

867 In early training, boys are not taught that they are superior to girls. But when she reaches school age, the girl is likely to be kept
562 busier around the house. Before the war, there may have been a greater subordination of girls to boys. But any conscious training of girls to subordinate themselves to boys is unnecessary. The child grows up in a culture in which the father is waited on, the sons favored in inheritance, and in which the men have a richer social life.

855 Parents are kind to their children. They seldom spank a child,
593 though an exasperated parent may give the child a sharp slap. There is little nagging or shouting at children in anger. In my opinion,

9 Two young men, school teachers about 23 years old, expressed great astonishment when asked about circumcision. They did not know it existed.

862 855 [262] 854 757 854 [164] [855] [594] [744] [855] ●863

the mother becomes pregnant. Usually, however, weaning is not started in earnest until the mother is three months pregnant.

If the infant has a fever or "bad color," he may be subjected to another painful experience, blood letting. Incisions are made on those parts of the body which are thought to be affected, and blood is drawn and caught in a cup. The area is washed with sake. The mother often suckles the baby and holds him while the grandmother or some other older person performs the operation.

Babies are diapered and swaddled until they are about a year old. For the first two months their wet and soiled diapers are changed frequently; however, as time goes on, less attention is paid to wet diapers, although those soiled from excreta are promptly changed. Infants are checked often during the raw winter days, but because they are bundled so heavily, there is hardly any danger of their contracting colds as their mothers fear. Severe urine burns and annoying diaper rash are more common than colds among young babies.

Although care is taken to keep the infant as clean as possible during the first year of his life, this attitude changes as the child grows older. This is in large part due to the mother's inability to devote much time to her offspring once she has resumed full participation in economics activities. Depending on the season of the year, babies are bathed from every third or fourth day to once a week. They are bathed almost daily during the first two months of their lives as a result of the insistence of the village nurse. Water is heated on the kitchen hearth and poured into a small washpan. Mothers test the warmth of the water by immersing their arms up to the elbows and adding cold or hot water as they see fit. Soap is gently applied either with a soft washcloth or with the hands and rinsed off by splashing. On chilly winter days the bath takes place indoors, but on the hot sunny days it takes place right outside the kitchen door. In drying the baby, the mother places him in a large towel and pats the dampness from his body. She is careful to dry the skin at the joints where rash is likely to erupt. Except for the very poor, all families keep a bottle of talcum powder, which is applied right after the bath. Throughout the bath, the mother talks softly to the baby, smiling and tickling him. The atmosphere of the bath at this time contrasts sharply with that of a later time when the child is 2 and 3 years old.

Although there is hardly any possibility that the infant at this time would be able to smear himself with excreta, the opportunity for doing so is present later when he no longer wears diapers but is still untrained. It rarely happens, as the child is almost constantly watched by a caretaker. One mother reported disgustedly that her infant smeared

herself from head to toe when she had left her diaperless on the floor for a few minutes. She had assumed that the child had completed elimination and had gone out to rinse the soiled diaper.

When the infant is anywhere from 22 days to 10 months old, the mothers start trying to anticipate urination before the baby wets his diapers. Each mother trains herself to her child's particular cues, squirming, peculiar facial expressions, and so on, or keeps a kind of mental time check. Holding the infant in a semisitting position out over the edge of the porch, and supporting him under his knees with her hands and at his back with her chest, she coaxes gently, repeating "shi-shi" until he urinates onto the ground outside. If the mother is successful in her efforts, she hugs, kisses, and praises the infant. On the other hand, if she does not reach him in time and he is already wet, she will hold the child over the wet diaper and say "shi-shi." This is to ensure that he has fully eliminated, or if the interval between diaper checks has been long, to make certain that he does not need to urinate again before putting on a fresh change. In these instances she does not praise unless the infant does urinate or eliminate at her coaxing, but she does not punish him for urinating in his diapers.

Although mothers may desire bladder control to develop, their statements do not indicate that they conceive of holding the child out as training. In discussing the practice, mothers seemed more concerned about the number of diapers they had to wash or buy. With a great deal of pride one mother reported that she never had to wash a diaper except when it was soiled with feces. Another bragged that she had only had to buy diapers once, and this was for her first child. Treatment of bladder control at a later period raises further doubt that this practice is meant for training purposes. Pertinent here, too, is the belief that children are incapable of learning at this early date.

While a few mothers who have the time to look after their babies continue to avoid wet diapers, most of them eventually abandon the routine and leave it to the child to train himself. When they resume normal activities following childbirth, an older sibling takes over the care of the infant, and the mother does not instruct the older child to continue the practice. Fear for the safety of the baby keeps her from doing so. Once she straps the baby onto the young caretaker's back, she expects him to remain there until she or another adult unstraps him. Teen-age caretakers seldom bother to change wet diapers until it becomes unbearable. If the grandmother is the chief caretaker, however, she will continue the practice. For the greater part of the first year, the infant urinates in his diaper, frequently wetting his caretaker. Just before the child turns one, most mothers will reduce the amount of

855 swaddling and diapers. Almost immediately after he has passed his first
863 birthday, she will stop diapering him and substitute a short shirt or a dress during the summer and kimonos during the cold weather. This is the period which proves most trying to the young caretaker. Unless the baby is filthy and evokes much comment from others, however, they ignore the condition. The following examples illustrate common occurrences during this period:

H. (an 8-year-old girl) carrying her baby sister on the back is playing on the beach. She straightens up suddenly with a wry expression on her face. "She urinated, wet," she exclaims, standing up and spreading her dress at the back which is completely soaked. The baby is bare-bottomed and crowing happily at the older children playing around her. The older sister waves her dress briefly in the wind, then squats to continue her play. When asked if she was not going home to change, she exclaims that she would dry soon enough, and, as for the baby, she was dry. The day is warm and windy and the dress dries off rapidly.

K. (a 7-year-old girl), baby sister on her back, is squatting with other girls, drawing in the sand. As they draw figures in the sand, the baby breaks wind and defecates. It is a rather noisy operation, and the other girls watch fascinated and somewhat amused while K. keeps on sitting unconcerned. (The baby's bottom is bare so that the feces drops on the sand.) One of the girls laughs and comments on the feces dropping. K. says, "I will let my mother clean the ground." The other children walk away, spitting,* showing some disgust. All through this K. squats calmly, letting the baby eliminate undisturbed. She tells the baby "Finish defecating quickly," but she is not impatient, rather absent-minded.

863 Probably the earliest cleanliness training is the gentle withdrawal of unclean objects from the child, with statements of "Dirty, dirty." As he begins to respond to facial expression, the mother will show her disgust, shake her head and say, "Dirty!"

864 Infants may be patted or manipulated around the genital area by
854 an adult. Old women like to tweak a little boy's penis and jokingly say, "What is that, what is that?" Female infants are quickly covered with exaggerated expressions of shame whenever they are exposed for diaper changes. Petting of genitals by an adult is used mostly to soothe the child. It would be severely rebuked, however, if attempted by a child caretaker.

852 When the child is a year old, a simple ceremony is held. After a short birthday prayer, the child is offered a tray with food, an abacus counter, pencil, book, and money. The audience waits expectantly to see what the infant will choose. The pencil portends a writer, the money a

[514] * Expectoration at the sight of unpleasant things, such as dead animals or a pile of feces, is common among children and adults. Children pass a pile of dirt, spit at it, and cover it with dirt by a careless kick before continuing on.

855 ends swinging in the air, and dropping the huge knife in a careless
857 fashion on the floor near her. Suddenly there was the sound of a crying
baby and her eldest girl appeared with the 8-month-old on her back.
[285] Unstrapping the baby, the girl plopped her onto her mother's lap. Instinctively the mother pushed the basket, bamboo slats, and knife away as she unbuttoned her blouse to nurse the baby. When the baby had had its fill, the mother called to the little caretaker to come and carry her. The older child called out that she was going to get a drink of water and disappeared around the house. She entered through the back and called to the baby to come. The baby crawled over but was attracted on the way by the big knife. Instantly the mother snatched it away, and the baby started to move toward the sharp pieces of bamboo. In desperation the mother picked up the baby and called crossly to the girl to come immediately. The older child obeyed, and the baby was strapped onto her back. "Now go and play somewhere," instructed the annoyed mother.

855 Another instance of similar nature took place in the frontyard of a
●863 place which that day was the scene of "house playing." A grandmother watching the activity decided to let the year-old baby on her back down to join in the play. "Eh, go and play with your older sisters," she smiled and said to the child as she put her gently down on the ground. The child started to crawl over to the group but stopped and sat very quietly staring ahead for a minute. The grandmother, who had disappeared into the house, reappeared. "A-yah!" she exclaimed as she looked down to see the baby scratching the damp earth about her. The baby had urinated and was puddling about so that in that brief instant she had thoroughly soiled herself as well as her clothing. Grumbling and scolding, "Dirty, dirty!" she picked up and carried at arm's length the baby, who was smiling and gurgling. The old woman cleaned the baby at the water barrel and, dressing her in clean clothes, promptly put her on her back again.

855 The only children who were allowed to crawl about were the sons
184 of two fishermen. Fishermen's wives, compared to the farmer-woods-
462 men's wives, have a great deal more leisure time. They buy their potatoes and rice with money from the sale of fish. The men send their catch to the market via the bus, so their wives, except when they accompany a catch to the city, have only to care for the house and a pig and are free to watch their children as they crawl about.

854 In summary, the infancy period is characterized by consistent nur-
155 turance. Mothers, grandmothers, and child baby-tenders are helpful and demonstrative in their affection. That they value such behavior is further evidenced by their conscious teaching of young children to

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857 to gather with others his age under the great banyan tree at the lower
872 water tank. On rainy days he proceeds to the empty warehouse. There is no compulsion to go; he can join another renegade at the upper tank or on the beach, if he feels inclined to. As the group grows, games of tag, marbles, and rope jumping are started. By the time the kindergarten teacher arrives on the scene, the children have organized themselves into numbers of little groups and games. She carries the big drum
872 from the village office to the banyan tree, and, even before she drums
876 to signal the start of the session, little girls are lining up in front of her. The boys, as if to assert their maleness, play on, disregarding her until she calls sternly to them. Soon a line of boys forms next to the line of girls. As the teacher instructs all to straighten the formations by putting hands onto the shoulders of those in front, boys begin tickling each other and slapping in time to the song of the kindergarteners. The teacher frowns at the boys and tries hard to suppress an amused smile, for the sounds of the childish voices are so incongruent with the brazen attitude. With her drumsticks she reaches over to lightly tap a head, a buttock, and an offending arm. Soon there is order, and she bows slightly, saying, "Good morning, students." The children respond with, "Good morning, teacher," the boys exaggerating the politeness with deep bows and shouting voices. The teacher smiles, then instructs all to stand up straight to sing the kindergarten song. Roughly translated it goes, "We are kindergarteners. . . . We play together well. . . ." There are motions to go with the song, and the girls, with their serious concentration to be perfect in their performance, contrast sharply with the improvisations of the boys. The teacher ignores this and interrupts her singing occasionally to laugh and reach over with the drumstick to restrain a particularly disturbing boy.

● 863 When the song is completed, she comments on the excellent singing
872 performance and then goes on to ask how many children remembered
876 to wash their faces and hands before coming to kindergarten. There is an embarrassed twitter among the girls and a few downcast eyes, but the majority proudly raise their hands. As she examines the children, she comments that those who are negligent should be ashamed. From among their ranks a voice calls out, "Teacher, teacher! I didn't wash my face and hands, and I am not ashamed!" A little girl comments, "Fool thing!" The teacher finally hears his insistent cries and has him repeat his information. She tries hard to look disapproving, but laughs spontaneously instead as she lightly whacks his buttocks with the drumstick, saying, "What do you mean, you have not washed your hands and face and you are not ashamed!" She turns to inspect the children one by one, still smiling and commenting on a dirty ear and unkempt finger-

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nails. One or two girls stand fearfully, almost in tears, while others subject themselves to inspection with aplomb. The boys by now are mocking the teacher by inspecting each other and commenting on the failure to meet the test. A few little girls disgustedly say, "These boys, wish we did not have to have them!" 863 872 876

After a brief lecture on cleanliness and orderliness, the teacher asks all to count the number of children present. Immediately there is bedlam as all start to count aloud. She quickly takes a count herself and waits for the first child to answer. As she listens to the shouts, she points out the child who has the right answer and says, "That is right, now let us count together. You, Sachiko, at the head of the line, one, next, Nariko, two. . . ."

Following this counting, the teacher may present a simple lesson in manners. She tells each child down the line to answer with a crisp "hai," then to state his name in full. The oldest girls respond obediently and help their 3- and 4-year-old siblings. As she approaches the line of boys, she frowns and nods. Each boy shouts his answer and name in spite of her protests to the effect that she is not hard of hearing. From somewhere near the end of the line comes a loud voice, "Hai, Taira, Saburo-san!" She quickly moves over to the possessor of the voice and taps the boy on his cleanly shaven head. The noise of the tap is sharp and clear. It induces a hearty round of laughs from all the children. The censured boy stands rubbing his head and smiling at the teacher as she tells him that he knows well one does not use the honorific suffix with one's own name. 872 867 876

The teacher does not attempt to present further lessons. Instead, she asks what kind of games the children would like to play. Shouts of "Race, race!" drown out her instruction to organize into teams. From the back of one 6-year-old girl she unstraps a screaming infant. With one arm cradling the infant, she drums to spur on the runners. From the direction of the village store, a grandmother comes slowly shuffling to join the group. She points out the 2-year-old on the back of his 5-year-old sibling who is starting off on his share of the run. The mother of the screaming infant comes running down the path to relieve the teacher of her burden. She sits nearby on a fence stone to nurse the baby and spur the runners on. Other adult passersby stop briefly to watch the runners, encourage them with shouts to run a little faster, clap their hands to congratulate a winner, and console a loser with advice to try harder the next time. 872 526

After the races the children sit and sing songs with the teacher. In their sitting positions they "act out" the songs with motions of their arms. The teacher releases her hold on the drumsticks as a 4-year-old

857 cuddled it in her arms. The 5-year-old in this case was disappointed
854 at being relieved of his charge, but no doubt would have been happy to be absolved of any blame in the event that the baby had fallen and hurt itself.

857 Most 4- and 5-year-olds, therefore, find their nurturant efforts frus-
866 trated, for they are considered too young to carry their younger siblings. They are told that their necks will hurt, they are not strong enough,
[593] and that they will be dwarfs if they started to carry such a heavy bur-
[155] den from such an early age. A sturdy 5-year-old, nevertheless, finds that if he is persistent enough, his mother will allow him to carry his infant sibling for short periods of time with close supervision. It is on these short jaunts that the child basks in the shower of praise and is richly rewarded for his nurturant behavior. Several mothers reported how their 4- and 5-year-olds take pride periodically in mopping up floors, setting tables, and clearing up after a meal. "They don't really do these chores, they help at it, but we let them do it because they like to. And if they don't feel like doing it, we don't say anything," report these mothers.

857 Frequently kindergarten children accompany their mothers to the
241 potato fields in the afternoons. There they play in and around the
866 plants or "help" their mothers. One 4-year-old girl pointed out with pride that she goes with her mother to their fields to "clean dirt off the potatoes" which her mother has dug before placing them in the basket. Boys of 3 and 5 were observed "assisting" by following adults' instructions to drop the seed potato into the hole at planting time. Generally adults dislike taking children to distant fields, for they beg to be carried near the half-way point. Occasionally a young child who has been on such a trip is toted back in the grandmother's empty carrying basket or in one of the suspended shoulder-yoke baskets of his grandfather.

● 863 During the kindergarten period, constant pressure is put on the
514 child to learn sphincter control. The child goes pantless until he attains this goal, which is usually achieved by the age of 4. There is little formal bowel training. Children simply crouch and defecate. Grandmothers or mothers clean up the feces as soon as they see them. Younger children eliminate all over the village, but by 3 they usually
[887] restrict themselves to their own yards. When there are grandmothers in the family, bowel training seems to be taken over by them. Not infrequently the old woman can be seen standing over a child in the yard or cleaning up both the child and the yard. She is generally the one who gently coaxes the child to use the outhouse when he is old enough and physically able to straddle the opening over the pit. The

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practice of allowing the child to eliminate wherever he chooses is necessitated by the structure of the outhouse, a concrete tank covered with a slotted wooden board or loose planks. 863 [514]

Girls may go pantless until they are completely toilet trained but must wear dresses. Since clothing distinguishes those who have been toilet trained, girls proudly compare bright printed panties while boys sport nondescript short pants. Untrained boys wear short shirts or cotton kimonos in summer or flannel ones in the winter. [291]

Accidental wetting of pants and bedwetting do not present much of a problem to parents. Children, however, appear to be embarrassed in such situations. Mothers claim they do not scold or shame the children. It seems to be more of a threat to the child, who realizes his newly gained status and recognizes the accident as infantile behavior. A few children, ranging from 4 to 11, suffer from eneuresis. An 11-year-old, according to the mother, wakes himself and rinses out his wet clothing without waking anyone else. She felt that he was suffering enough and so refrained from saying anything about it.

As seen in the description of the kindergarten session, constant pressure is placed on the child to keep himself clean. A mother seeing a dirty child will laughingly tell him to go sleep with the rats. There is a nasal affliction which is common among children up until the age of 8. Whereas the mother or grandmother tends the infant, sucking the mucus out of his nose, they do not aid the weaned child. During the preschool years, the child, with a well-practiced movement of the arm, smears the discharge over half his face, onto his kimono or shirt sleeves, or wipes it impatiently with his grimy hands. The resulting appearance prompts others to tease, "Dirty faced cat," or to question sneeringly, "Did the rat walk over your face?" It seems, however, that boys are less interested in cleanliness and tolerate dirty and unkemptness for a longer period of time than girls. By the time they are 3 years old, girls are conscious of their appearance, but this may be because they frequently accompany older girls to the wells and rivers when laundering is being done. As it was the usual procedure to end the task with washing heads and delousing, the girls were less soiled than the boys at this age. Five- and 6-year-old girls are praised for going to the well or river to wash their own clothing and heads if they go with older children. If they go alone, they are severely scolded and punished. When the faucets were installed in the village, 4-year-old girls assiduously tended to their grooming, spurred on by the praise and admiration of adults. Girls may be punished, on the other hand, for using too much soap or washing too often. One mother complained that her 8-year-old girl used to be such a stickler for cleanliness and

863 515 [854] [296]

863 515 good grooming but was at present always a mess. One of us was present at the home one day when a group of younger girls came by to call the 8-year-old to accompany them to the river to wash their heads. The girl dashed around the house and yard searching for a nonexistent bar of soap and finally was crossly told by her mother that there was none and that she really did not need washing. Nevertheless, the girl gathered some hibiscus leaves, which she tore and mashed to extract a slimy, soapylike substance, and left with the other girls to wash her hair. Regular bathing between the age of 1 and 5 is sporadic. During [857] the summer it is more frequent, for the older children take their younger siblings to the rivers for bathing and swimming.

At irregular intervals during the winter young children are bathed behind the house, near the kitchen doorway, by their mothers or older sisters. A little hot water added to the cold eases their discomfort. During the holiday season mothers and older girls were observed dragging and carrying screaming 2- to 4-year-olds to the bath.

864 As children get older, exposure of genitals is much less serious in the case of a boy than in the case of a girl. Little girls are told to sit like their mothers with their legs together and are never permitted to expose their genitals. This is true even for those young girls who are still without pants. Occasionally boys tease a little girl by shouting, "Your vagina is showing." Sexual manipulation between children, either homosexually or heterosexually, was never observed. The following observation illustrates the response of an older sibling to her 1 year-old sister, who attempts to imitate a urinating boy.

> A group of girls were playing with a ball and K. (4-year-old boy) came along. The girls objected to his presence and began to chase him away. K. then reached in his fly and brought out his penis. He began to urinate, pointing his penis up at the girls. The girls screamed and scattered to get out of reach of the urine. K. chased them briefly, urinating all the while, then stopped to finish. Just as he finished, M. (4-year-old girl), lifting the front of her dress, started to urinate in a standing position. Halfway done, she started to squat, but before she started to squat, her sister saw what was happening and yelled out in an angry voice, "M!" . . . then she went over to give the little girl a slap on the head.

Exhibitionism between boys occurs, and a urinating demonstration among boys with an erection is occasionally seen. Such behavior is not condoned by adults. Girls, however, almost always urinate alone at a short distance from the group. Children are shamed if one refers to their genitals as they approach school age. The separation between boys and girls, which increases with greater age, also discourages mutual play or sex experimentation.

855 861 There are few other demands made of the kindergarten child. He

872 from the ranks of the older children. Instantly the principal turns a
[876] disapproving eye on them. He continues with a long list of rules concerning classroom behavior as well as safety. Finally the students are dismissed to march to their classrooms. In their eagerness the first graders break ranks and are sternly commanded to stay in line.

[346] The first-grade rooms are located in a temporary, wooden, thatched structure. The sides are open, and the dirt floor is hard and swept clean. As the group enters the room, a wild confusion develops as each child searches for his desk. The children with new desks have little difficulty, as they had played with them for days at home until they were brought to school earlier, but those who have inherited outgrown older siblings' desks and chairs are in sad disarray. Amid the screams and shouts of two roomsful of first graders, two high pitched female adult voices call for attention. Gradually the voices diminish on both sides of the thin wall until only the two teachers' voices are audible.

872 Roll call is taken after instructions are given as to how one is to
863 answer, ask to be excused, and to sit. After a brief consultation just outside the door, the two teachers organize their groups into two lines, males in one and females in the other. The observer standing just outside the windows of both rooms hears identical speeches on the merits of using the toilets before school starts. Continuing, the teachers locate facilities for the boys and those for the girls. The boys are allowed to go first, then the girls.

872 Back from the toilets, the little girls obediently march to their places and sit quietly at attention with their hands folded on their desk tops. The boys are noisily making their way to their places. Giggling and
[365] pushing each other, they knock into chairs and tables, annoying the girls.

872 During the first week of school, the teacher's chief task is to make
876 the first graders stop talking and playing in class. On one occasion when numerous appeals, threats, and commands had failed, one exasperated teacher remarked to the fieldworker, "Just like kindergarteners." Then she turned back to the children and called out loudly, "First graders!" "Yes!" shouted the children. "You are first graders, remember that. You are not kindergarten children who don't know anything or don't understand what teacher is saying. For those who cannot understand and do not listen, I will arrange for demotion to kindergarten, understand?" "Yes," replied the children sheepishly.

"Because so much time is taken in orienting the child the first day of school, we can only have a short lesson," explains the teacher apologetically to the observers. The parents nod appreciatively. A printed syllabary hanging to one side of the blackboard becomes the focus of

attention as the teacher raps loudly at it with her pointer. She taps at the first figure and reproduces it on the black board, verbalizing it at the same time. She asks the children to imitate her, using their index fingers to follow the order of strokes. With their arms raised, the children reproduce the figure in the air. Five figures of the syllabary are reproduced in this way, and after reading it off several times, time is called. Just before the children are excused, they are told to learn the five figures. This is their first homework assignment.

It is 10:35, and from the direction of the principal's office, the recess bell can be heard. The teacher explains that after 20 minutes of play, the class will again convene for 1 hour and 20 minutes. The boys are allowed outdoors first and the girls follow. There is a flurry of excitement as older siblings appear to question the first graders on the activities of the morning. The children are reminded that this is also the time to go to the toilets.

The older boys and girls are already organized, and games of sham battle, volley ball, hopscotch, and marbles are in progress. The first graders wander in and out of other classrooms, then around the playground, where the various games are being played, until the bell signals them to return to their rooms. They return with a newly gained sense of confidence. The boys, who had been surreptitiously turning their heels in the well-worn marble holes on the dirt floor all morning, move the last row of desks and chairs just a few inches to clear the field for the game. The last few returning girls are given a rude shove to hurry along to their seats, for the boys are eager to start the game. With a great deal of shouting, magnified from the first-grade class next door, the boys begin their game of marbles.

While the teacher checks her records and consults numerous slips of paper on her table, the girls call to each other to check on books, contents of their lunch boxes, and plans for the afternoon. Finally the teacher raps for attention. The boys continue their game of marbles unconcernedly, and the girls scurry back to their seats. There is a wave of giggles as the raps reflect exasperation. "Where are the boys?" questions the annoyed teacher. There is no answer, but the few remaining boys and girls who have heeded their parents' and older siblings' advice to behave all turn their heads toward the back of the room. The teacher carefully picks her way through the closely lined and crowded room. The marble players are so engrossed in their games that they do not see her until she taps one head, then two, saying, "I have called you. Don't you know that recess is over?" Sheepishly a few walk off to their seats. A few smile broadly and run off to evade the pointers. Suddenly a high voice calls out, "The principal! The principal!"

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872 [876] The principal smiles as he approaches the classroom but soon begins to frown. He sees that the boys have been misbehaving. Returning the slight bow of the first-grade teacher, he stands just inside the door, looking over the boys with a disapproving eye. Immediately order and quiet reign.

After a short review of the morning's lesson, the teacher picks up each of the books which has been issued to the children. As she explains the contents of each, she names them and lectures on the care and use of books. She interrupts her talk when she notices two children without books. Because they had no older siblings and their parents had failed to appear two days before to pay for and receive their textbooks, these children had none. She quickly jots down their names and the name of the village from which they came and assures them that they will receive their books the next day.

872 264 [863] At 12:15 the children are sent out to wash their hands and told to eat their lunches. It seems that the most wanted, long awaited event of the school day has finally arrived, for even the best behaved children break into a run before they reach the door. The teacher's plea to walk out of the room goes unheeded.

Those children with elaborate lunches and containers proudly spread their meals out on the desk. Rice balls, a fried egg seasoned with soy sauce and bits of scallion, a touch of soybean paste, and a sliver of fish, packed by the proud mother of a family of some means, are exhibited freely. With some reluctance another lunch, consisting of rice balls, pickled vegetable, and a bit of bean paste, is shown. Those with three or four sweet potatoes and a small handful of vegetable mixed with soybean paste or with sweet potatoes alone slip out bits of food from their closed containers in quick, shy movements. When the girls have satisfied their curiosity as to the contents of each other's lunch boxes, they begin to exchange bits of egg for pickled vegetables, soybean paste with scallion for a sweet potato or some fish. The boys do not exchange portions of their meal but instead eat silently and swiftly.

872 855 Standing beside their desks on which lie books and empty lunch boxes, the children face the teacher. "Students, good-bye!" "Teacher, good-bye!" answer the children in unison. Older siblings and the few mothers who accompanied the first graders to school gather. The questioning is rapid and amusing. "What did you do, did you behave, did you eat all of your lunch, did you learn anything?" Without waiting for answers, the older siblings, who have to remain in school until 2:35, begin to recite the rules on walking home and to reiterate the

847 Finally one of her brothers told them the reason. When she had been a young
783 woman her husband had been awa for a long period during which she had had relations with other men and had had a baby by one of them. To avoid the disgrace and the anger of her husband, the woman's mother had buried the child alive in the back yard. The story was known to other older members of the family because some time later the bones had been discovered. When the story was told to the children, they told their dying mother that she could now go peacefully. She died soon after. All agreed that if a tablet had been made for the dead infant and incense had been burned, even in secret, the mother would not have suffered when she died. Infanticide thus may be punished by the supernatural, but then the punishment may also be avoided by the proper offerings.

847 Lebra reports that birth statistics from the village of Kitazato suggest that female infanticide has been practiced there recently. Statistics from other communities studied do not give the same skewed sex ration.

853 Infant Care Okinawan mothers nurse their babies for a year to a year
854 and a half, though some are said to continue even until the child is three. They keep no schedules but give their babies the breast whenever they seem to want it. They deliberately offer a fretful baby the breast not only to appease its hunger but also to comfort it and it is not unusual to see a grandmother offer her dry breast to a child as a pacifier. I once commented to two Okinawan women that a certain American doctor has argued that Okinawans are happier than Americans because they are breast-fed as infants rather than bottle-fed; the women answered immediately, "But it's not the milk; it's the love ('aijō')."

853 Infants receive no food other than milk for the first nine months. Then they are given a little gruel made by skimming off the top of a mixture of cooked rice and water. This is not given earlier because it is believed that milk and rice do not mix well in the infant's stomach. After the child's first birthday it is given most adult foods, unless it is especially weak. Most children will not eat everything, however, but, it is said, will prefer sweet foods and avoid highly seasoned foods. Mothers do not prechew food for small children as a rule but may do so in some cases, to take the bones out of fish, for example.

• 843 Toilet training is neither early nor strict. Adults as a rule defe-
[514] cate only in the toilet but are likely to urinate almost anywhere. They do not expect small children to be very careful. A baby wears a diaper until it is a year or a year and a half; then it may wear only a dress or shirt with no pants. At first the mother holds it over the toilet or merely off the edge of the house. In time it is expected to go to the toilet itself to defecate. Children are said to go by themselves when they are three. I have seen children of four still defecating beside the house, too busy playing to go to the toilet. They were scolded for it but received no more severe punishment.
[178] This was in the city, however, and I was told that while their mothers did not object much to this behavior, their grandmother objected more strongly and scolded their mothers for permitting it. The change in type of toilet may

possibly have lowered standards of sanitation. Morale may also be a factor; in the instance just mentioned the morale of the grandmother was undoubtedly better than that of her daughter and daughter-in-law whom she criticized. 863 178

A very small baby may be carried in the arms, but usually it is carried on the back. The mother places it with its belly to her back, its legs spread apart, and its head about at a level with the top of her shoulder. She secures it there with a long sash that runs once under its bottom, makes an X across her chest, passes around its shoulders, and ties in front. A baby is carried most frequently by its mother, but may also be carried a good deal by others, of either sex and any age, grandparents and older siblings being most frequent. The baby may look over the shoulder of its carrier or it may simply sleep, often with its head back and rolling. If it is fretful its carrier may lean forward a bit and jog it to sleep. Larger children may be carried without the sash, by just letting them hang on. Babies are carried about while all sorts of tasks are being performed. 854

Mothers often carry their babies into the fields when they go out to work, but when they are working in the house they may put their babies to sleep on the floor of the house. If a baby is put to sleep on the floor it is made to sleep on its back. Often the hard floor, which may or may not be covered with a thin mat, will cause the back of the baby's head to become flattened, or if the baby constantly turns its head to one side, the head may become assymetrical, but later fills out to assume its normal shape. Some mothers use a small mosquito net on a frame to protect the sleeping baby from insects, but frequently it is uncovered and flies may alight on it. A few mothers use a hammock-like device called 'burank', as a cradle; these are said to be becoming more popular. At night children, especially smaller children, sleep with their parents on quilts on the floor, under the one large net. [513]

Children are expected to learn to walk at about 12 to 14 months. Early walking is a sign of good health so that if a child is late to walk, the parents may worry about it. As Glacken points out, there is an important change in the life of the child at this time. Instead of being carried everywhere on his mother's or older sibling's back, the child is now put down and expected to toddle along behind his mother, who is not always sympathetic when he fails to keep up. This change may be a greater trauma to the child than weaning or toilet-training.[1] 856 866

Children are said to begin talking at about a year and a half. The first words are usually, nowadays, 'o-kaa', o-tō', 'o-baa', the Japanese equivalents of "daddy", "mommy", and "grandma". Parents do not worry if a child is a little late in talking. 856

Childhood: Adult Attitudes Okinawans recognize clearly that children are not capable of participating in most adult activities and indeed appear to regard it as undesirable that they do so. Okinawan attitude contrasts sharply with the "modern" American one that takes 858 [171]

1 Glacken, 1953, p. 264.

and women. Two informants who had lived in Japan denied having ever heard of public baths with mixed bathing. Okinawans have occasionally been shocked by seeing Americans nude. Okinawans feel that not only should the lower part of the torso be covered for the sake of modesty but the upper part also should be covered, if one is out of doors, for reasons of health; the sun's rays are harmful if too strong. Modesty may even reach proportions uncommon in the West; one young man told Lebra that he does not enjoy going swimming because he believes he is too hairy. The same young man told how he and other boys, when in high school, used to peep through a crack in the bathhouse wall in order to see the women bathing on the other side, until they were chased away by the proprietor. This hardly suggests the casual attitude toward nudity reported for the Japanese. 291 834 [515] [326]

Body Ornamentation. The Okinawans seem never to have practiced any sort of body mutilation---such as the Chinese foot-binding. However, women were tattooed on the wrists and backs of the hands until early in this century. Most women over 50 have tattooed hands. There are several stories told that purport to explain the origin of the practice---that it was to prevent Okinawan women from being kidnapped, for example---but these stories are of doubtful value. The designs have names but evidently no meaning; one old woman said that they varied with the tattoo artist, who put on whatever he wanted. Tattooing was done before puberty and marriage. It may have originally been part of a puberty rite. 178 304

Many people of both sexes between the ages of 20 and 40 have elaborate gold and silver work on their teeth. In many cases the work does not consist of fillings or bridges but of thin caps put over sound teeth for purely ornamental reasons. These can be removed without harming the teeth. People are said to be having this sort of work done today, but in time the value Americans and present-day Japanese put on "natural-looking" teeth may win out over the urge to ornament the mouth. Of course there is also a great deal genuine dental work done because of tooth decay. 301 [772]

At present American values and modern Japanese values in feminine beauty are being spread by the beauty parlor. For several years the permanent wave has been popular though perhaps not well suited to Mongoloid hair. And recently a number of young women are said to have added padded brassieres to their equipment. 177 832 [305] [302] [294]

Elimination. Urination and defecation are regarded differently. Urination in public is permissible for males, if they turn away. I have seen a dignified old gentleman talking over his shoulder to a young woman while he urinated into the ditch. Women may also urinate in public, though they do so less frequently. Defecation in public is not usual; even children are scolded for it though they may occasionally do it. Feces ought to go in the proper place; one reason for using the toilet may be that the "night-soil" is used as fertilizer. 514 [863] [241]

The Okinawan term kusu is used rather more freely than its Japanese cognate, though the uses are parallel. Alone it means "feces", human or animal. It is the usual word for animal manure. In compounds it may mean 192